

Dart Class

Autumn 1



Welcome to Dart!

Teachers:

Miss Prosser (Monday –Thursday)

Mrs Watson (Friday)

Teaching Assistants:

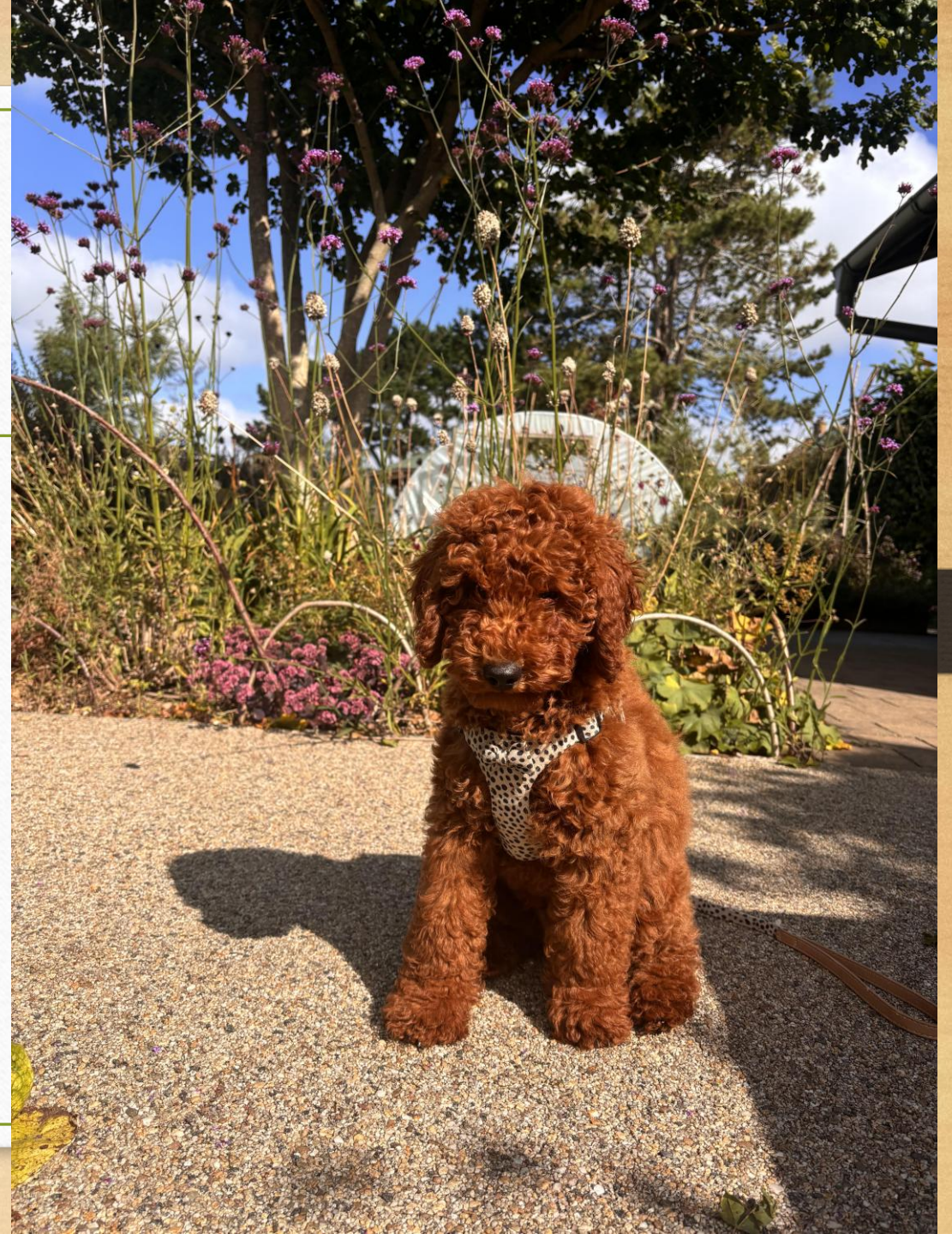
Miss Chloe Moon (Monday - Tuesday)

Mrs Mo Goosey (Wednesday – Friday)

School Pooch - Bertie

Bertie will be spending time in Dart class.

Today, we have discussed class rules around Bertie, as well as how to keep dog safe outside of school. 😊



THE MAWNAN CURRICULUM

VOYAGES, JOURNEYS, EXPEDITIONS AND THEMES



THE LEARNERS AT MAWNAN SCHOOL WERE NOT TO BE PASSIVE, THEY WILL VERY MUCH BE AN ACTIVE PART OF EVERY LEARNING EXPERIENCE.



WITH THIS IN MIND, THE MAWNAN CURRICULUM CAN BE SEEN AS A VOYAGE – AN INCREDIBLE VOYAGE THAT TAKES THEM FROM THE FIRST TENTATIVE STEPS IN RECEPTION TO THE BOLD BEGINNINGS OF YEAR 7.



THE VOYAGE WILL BE BROKEN DOWN BY THE TEACHERS INTO JOURNEYS. YEAR-LONG JOURNEYS COMPLETED IN SEAWORTHY VESSELS – FROM OPPIES TO DARTS.

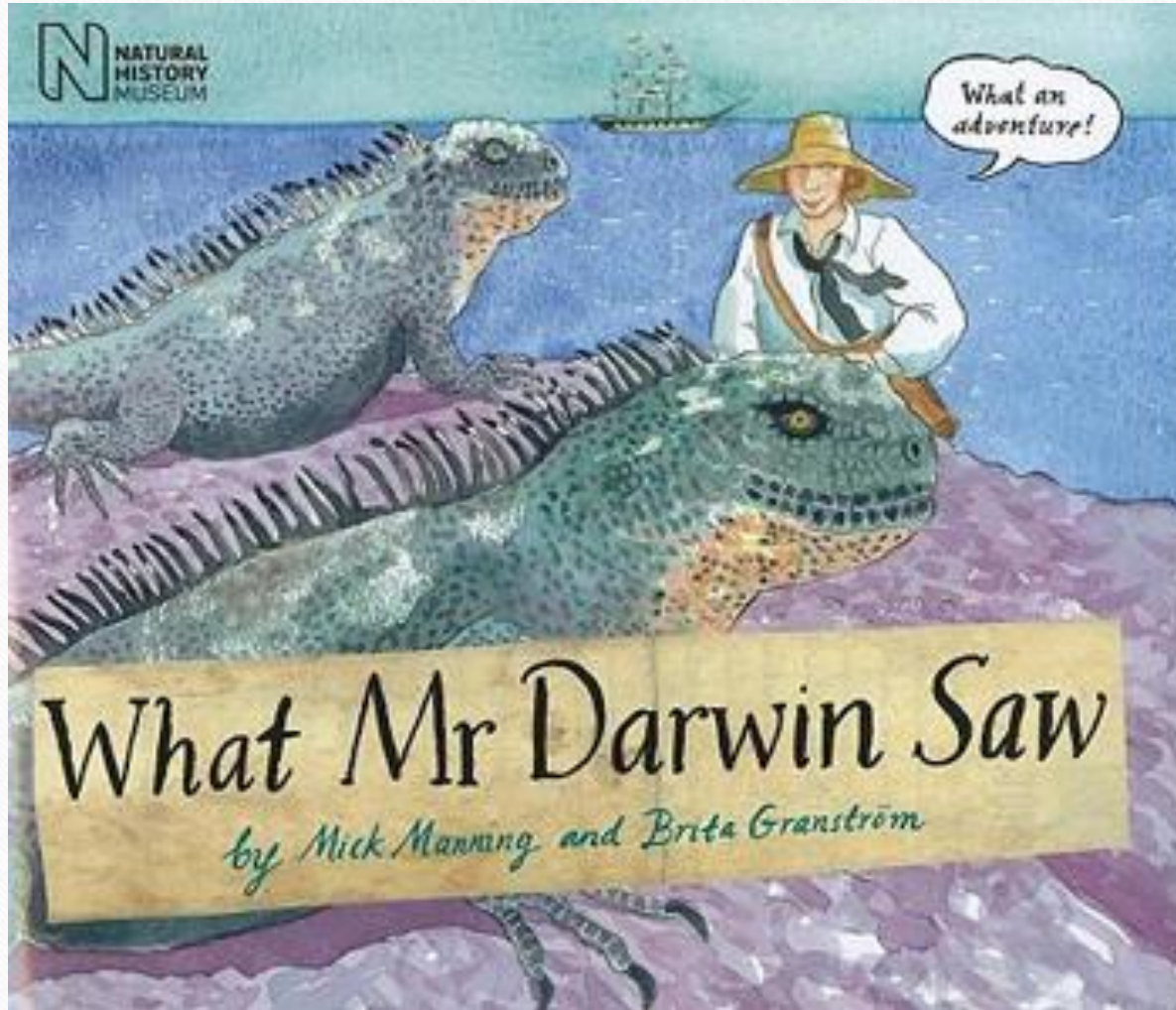


JOURNEYS ARE NOTHING WITHOUT EXPLORATION AND FOR THAT YOU NEED TO GO ON AN EXPEDITION - HALF-TERMLY EXPEDITIONS INTO NEW, UNDISCOVERED, RICH AND CHALLENGING ENVIRONMENTS.



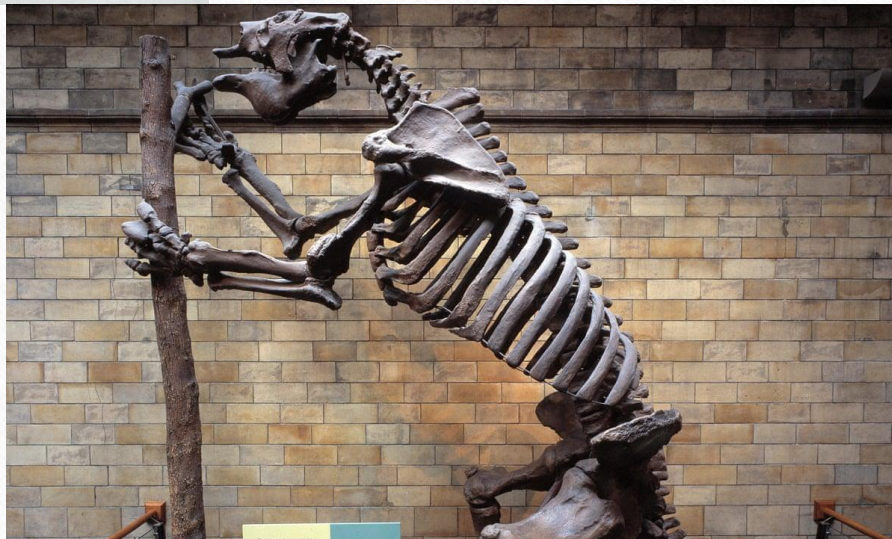
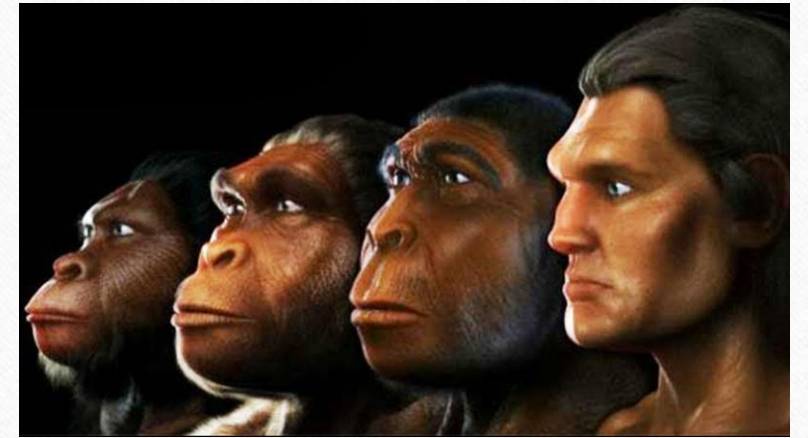
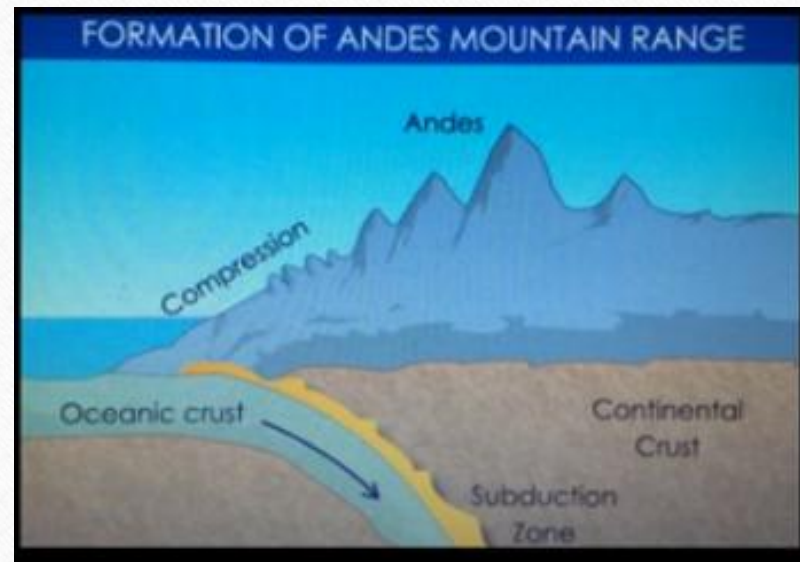
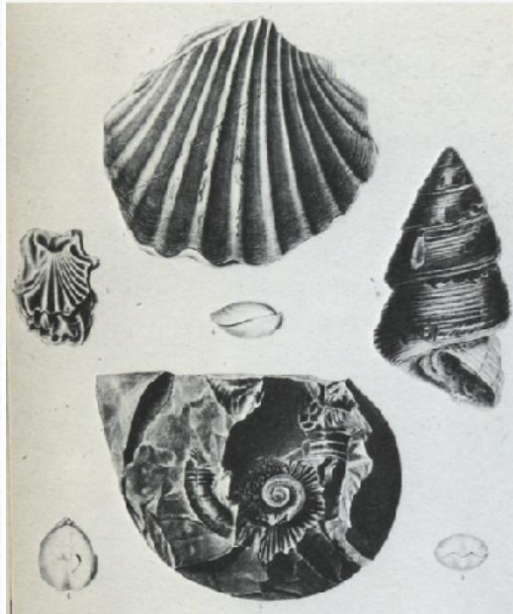
Dart Expeditions

- A Voyage of Discovery (Awe & Wonder) -Autumn1
- The Victorians (Human Ingenuity) – Autumn 2
- WW2 (British History) – Spring 1
- Migration (Other Countries) – Spring 2
- The Ancient Maya (Ancient Civilisations) – Summer 1
- Our Changing World (Understanding our world & beyond) – Summer 2

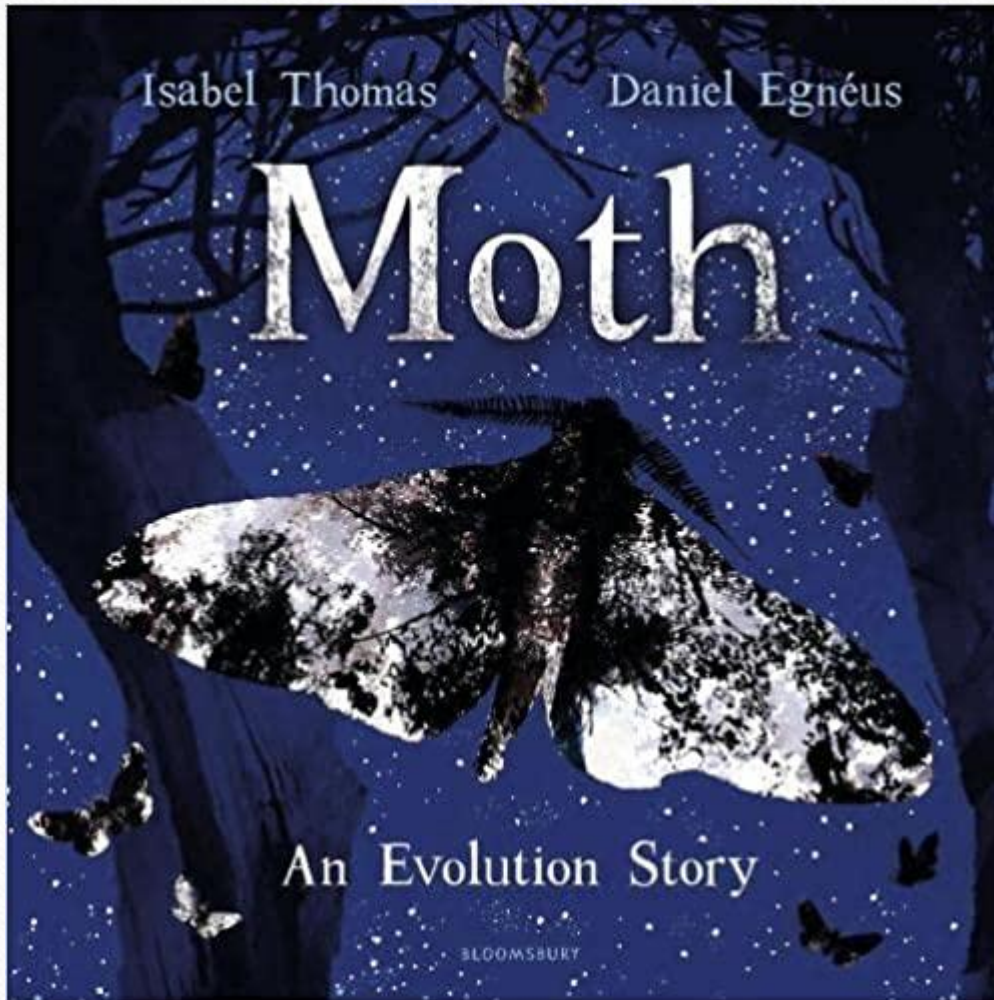


Expedition – A Voyage of Discovery (Awe & Wonder)

- We will be tracking Darwin's voyage on the HMS Beagle around the world.
- Using map skills we will locate Darwin's destinations using coordinates, research each location and unpick the evidence he found which contributed to him building his theory of evolution.



© The Trustees of the Natural History Museum, London



Science

- We will be looking at:
- Inheritance & Variation
- Adaptation
- Natural Selection
- Human Intervention



Art - line

- Continuous line drawings
- Monoprinting



KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.



OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Outline the importance of Creation on the timeline of the 'big story' of the Bible.
-  Identify what type of text some Christians say Genesis 1 is, and its purpose.
-  Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
-  Make clear connections between Genesis 1 and Christian belief about God as Creator.
-  Show understanding of why many Christians find science and faith go together.
-  Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
-  Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

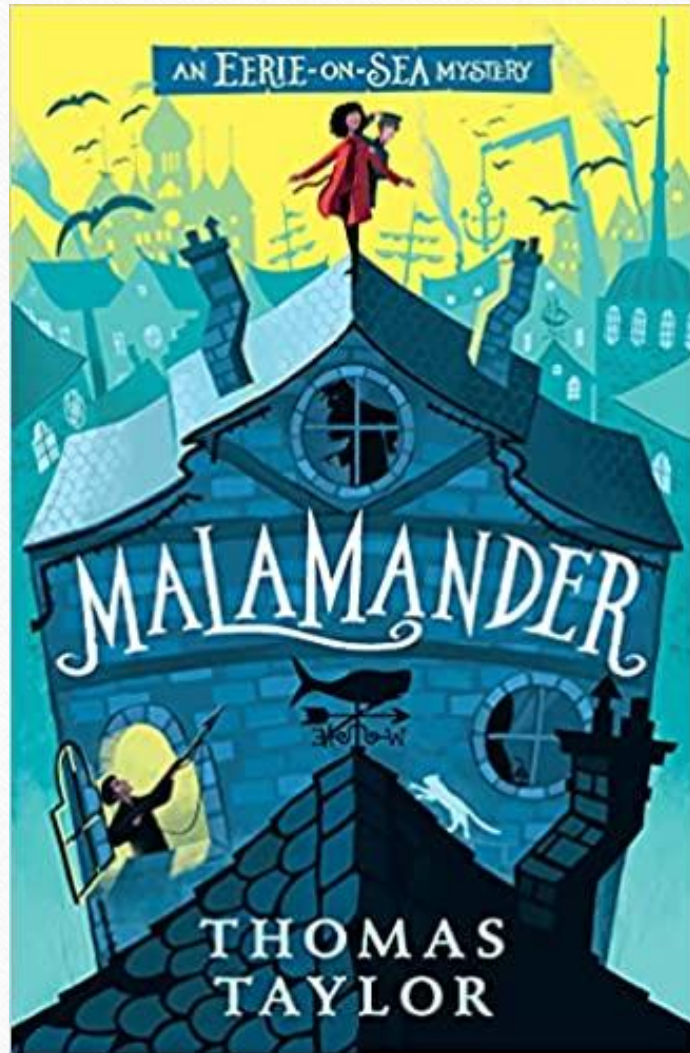
Our school vision:

Using our God-given gifts to let our light shine.

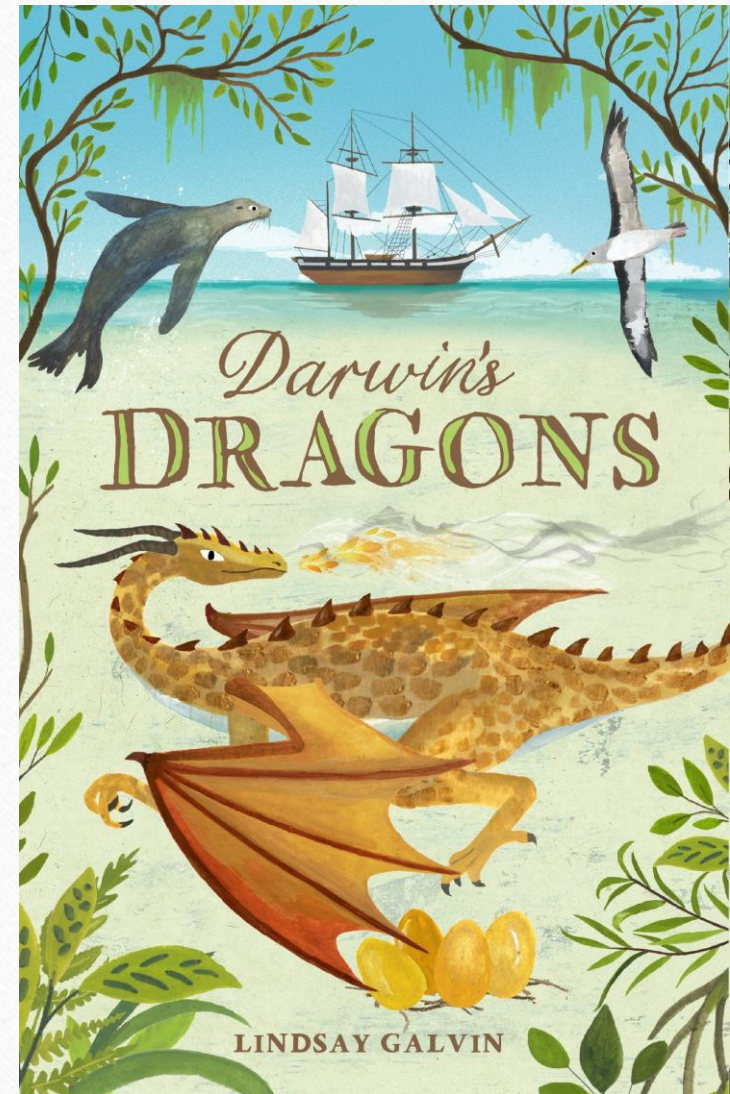
Our Christian values:

compassion, respect, perseverance, trust, peace and hope.

RE Creation vs Science: Conflicting or Complimentary?



Class Texts



Autumn 1 spellings							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Thurs/Friday	Quiz: 12 th Sept	Quiz: 19 th Sept	Quiz: 26 th Sep	Quiz: 3 rd Oct	Quiz: 10 th Oct	Quiz: 17 th Oct	Quiz: 24 th Oct
	ancient	amateur	appreciate	apparent	according	attached	accommodate
	cemetary	category	communicate	committee	awkward	community	available
	criticise	correspond	definite	curiosity	conscious	desperate	competition
	equipped	environment	exaggerate	especially	dictionary	excellent	determined
	government	frequently	harass	guarantee	familiar	hindrance	existence
	leisure	language	marvellous	lightning	individual	mischievous	identity
	opportunity	occur	persuade	parliament	neighbour	physical	muscle
	recognise	queue	relevant	recommend	profession	restaurant	prejudice
	sincerely	signature	stomach	soldier	sacrifice	sufficient	rhyme
	variety	twelfth	vehicle	vegetable	system	yacht	suggest

Spellings that haven't been mastered in the weekly quiz will be added on the 'extra practice' pages for continued practice. Please ensure this booklet is in school on a Monday.

Autumn 1 Times-tables Homework							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	4s	8s	3s	6s	12s	9s	7s

These 2 minute rapid recalls will be completed in class on Mondays, Wednesday and Fridays in school. Please practise on a Sunday, Tuesday and Thursday.

Autumn 1 Reading Comments: 3 per week. The class have been given their own 'descriptionary' to fill over the year. This has been broken down into areas, to try and make their reading comments more accessible to use in their lessons and free writing.

Autumn 1 CQP SATs Worksheets							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Practise in class	Quiz: 12 th Sept	Quiz: 19 th Sept	Quiz: 26 th Sep	Quiz: 3 rd Oct	Quiz: 10 th Oct	Quiz: 17 th Oct	Quiz: 24 th Oct

English CQP Book: Please read the revision book before completing the question booklet.

Word Meaning	Retrieving information	Summarising	Making inferences	What happens next?	Structure	Choice of language	Comparing
--------------	------------------------	-------------	-------------------	--------------------	-----------	--------------------	-----------

Maths CQP Book: Please read the revision book before completing the question booklet.

	Ordering numbers	Rounding	Negative Numbers	Roman Numerals	Decimals	Practice Questions	Addition & subtraction
--	------------------	----------	------------------	----------------	----------	--------------------	------------------------

Homework

- Spellings (Quizzed on Fridays)
- Times tables (Practised throughout the week)
- Reading Comments (x 3/week)
- 1 x English task (15mins)
- 1 x Maths Task (15mins)

Atmosphere - Weather	
Book/Date	Comments
	When sea mist drifts up the streets like vast ghostly tentacles

Character Appearance Antagonists (Bad characters)	
Book/Date	Comments
	A voice that sounds like two slabs of wet granite being scraped together.

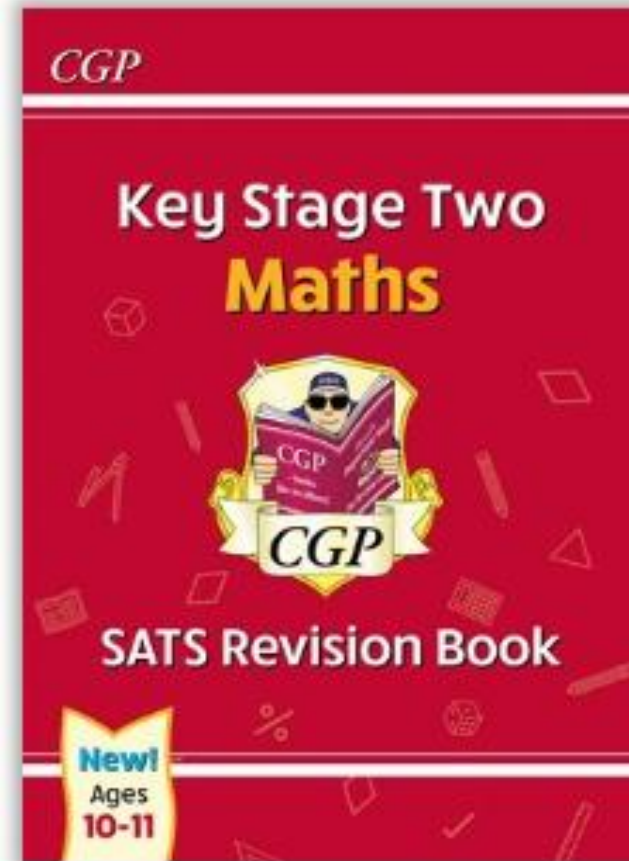
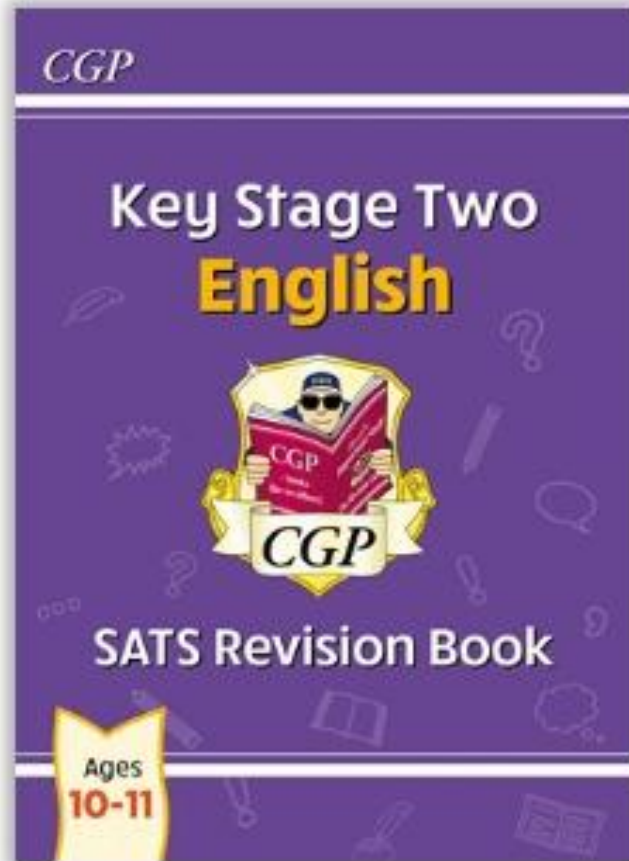
Sentences that use a single dash	
Book/Date	Comments
	Then Boathook Man roars – a great, wordless bellow of fury.

Reading Comments

Encouraging Active Readers

- Over the year we would like the children to build their own 'descriptive' of inspirational sentences in their reading diary.
- This could be examples of great language, imagery or examples of how punctuation has been used for effect which can then be drawn from during writing.
- This will be modelled to the class before it comes home.

English and Maths task will be in the form of revision tasks. Children will have a revision guide and a workbook.



Contents

Section One — Reading

Word Meaning	2
Retrieving Information.....	3
Summarising	4
Making Inferences.....	5
What Happens Next?.....	6
Structure.....	7
Choice of Language	8
Comparing	9
Practice Questions — Story	10
Practice Questions — Non-Fiction	14
Practice Questions — Poem	18

Section Two — Word Types

Nouns	20
Verbs	21
Adjectives.....	22
Adverbs.....	23
Prepositions	24
Pronouns.....	25
Determiners	26
Practice Questions	27

Section Three — Sentences and Tenses

Sentences.....	30
Clauses and Phrases.....	31
Conjunctions.....	34
Active and Passive	35
Tenses.....	36
Formal and Informal Writing.....	38
Standard and Non-Standard English	39
Practice Questions	41

Section Four — Punctuation

Punctuating Sentences	44
Commas.....	45
Apostrophes.....	46
Inverted Commas.....	47
Colons, Semi-Colons and Dashes	48
Adding Extra Information	50
Hyphens and Bullet Points	51
Practice Questions	52

Section Five — Vocabulary

Prefixes.....	54
Suffixes.....	55
Word Families.....	56
Synonyms and Antonyms.....	57
Practice Questions	58

Section Six — Spelling

Prefixes.....	59
Suffixes and Word Endings	60
Homophones	65
Silent and Unstressed Letters.....	66
Spelling Tricky Words.....	67
Practice Questions	70

Glossary.....	73
Answers	75
Index	78

Published by CCGP

EGW23 – 1121 – 23498

Editors:

Chloe Anderson, Izzy Bowen, Emma Cleasby,
Emma Crighton, Joanna Daniels,
Harry Millican, Jack Perry, Rebecca Tate

Clipart from Corel®

Based on the classic CCGP style created by Richard Parsons.

With thanks to Matt Topping for the proofreading.

Text, design, layout and original illustrations © Coordination
Group Publications Ltd. (CGP) 2019

With thanks to Jan Greenway for the copyright research.

All rights reserved.

Retrieving Information

You need to be able to find information in a text. This page will show you how to do it.

You Might Just Need to Find Information

- 1) Some questions just want you to **find information** in the text.

EXAMPLE:

What happened to the postman on his way home?

This question just needs a **short**, simple answer.

- 2) Sometimes the answers might be **hard to find** in the text. **Scan** through the text looking for **words** from the **question**. This should **help** you find the **information**.
- 3) Some questions will ask you to give **more than one** answer.

EXAMPLES:

Give two reasons why Priti was angry.

What three things does this tell you about helicopter rides?

Make sure you write the **correct number** of things. If you don't, you **won't** get the **marks**.



- 4) Make sure you get your answer **from the text**.
Don't be tempted to answer questions using your **own knowledge**.

You Might be Asked a True or False Question

You might have to **decide** if a statement is **true** or **false** based on what you've read in the text. **All** the **information** you need will be **in the text** — you just have to **find** it.

EXAMPLE:

Read each sentence and tick one box to show whether it is true or false.

Each giraffe's pattern of spots is unique.

Giraffes are a popular attraction at the zoo.

True False

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

For this type of question, make sure you **only** tick **one** box per row.



"I can retrieve and record information and identify key details from the text."



If 'retrieving information' was the homework task for that week, the children would read the information in the revision guide and then complete the corresponding page in the work book.

This will be modelled to the class before they are sent home.

PE

- Wednesday – Mrs Watson
- Friday – Mrs Watson

Please can children wear their PE kits into school on those days.

Please can leaver's hoodies be kept to PE days only.

Sports Leagues

- Autumn 1: Netball & Football starting in the next couple of weeks - the teams will be confirmed in due course.
- Netball & Football Club start date tbc.

Other leagues over the year: Basketball, Hockey, Touch Rugby & Cricket

These are fantastic transition opportunities as they take place at Penryn College as well as a great time to try out new sports before commencing their secondary journey.

SATs Week: 11th-14th May 2026

Please do not book any holidays this week 😊

SATs Test Schedule

- Monday, 11th May 2026: English Grammar, Punctuation, and Spelling (Papers 1 and 2).
- Tuesday, 12th May 2026: English Reading.
- Wednesday, 13th May 2026: Mathematics (Papers 1 and 2).
- Thursday, 14th May 2026: Mathematics (Paper 3).

We will send out more information about SATs at the time. We believe SATs should not be a cause for concern for children and do our best to drip question styles in throughout lessons, build stamina throughout the year through our carefully planned curriculum, so by the time May rocks up, the children are totally prepared, unfazed and ready to shine.

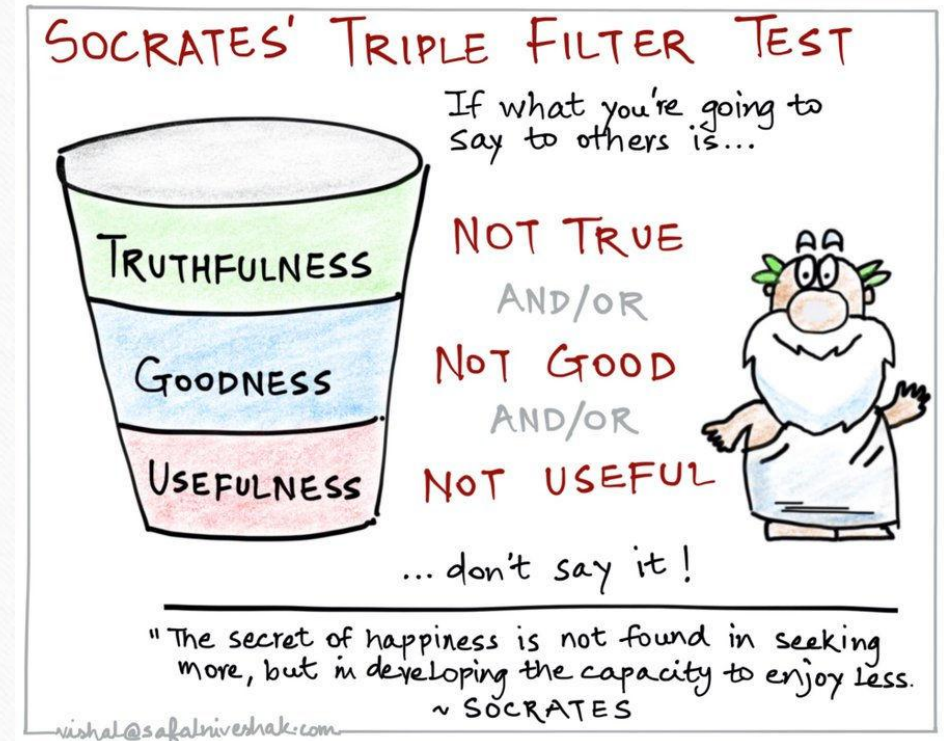
We try to make this week as enjoyable as possible by holding a special SATs breakfast club and throw in a few treats along the way. We want it to be a positive experience where our children feel proud of what they've achieved through their personal journey here at Mawnan.

E-Safety – Devices at home

- More and more children are using devices at home to communicate with friends.
- Please helps us navigate this by having regular check ins and discussions on how to speak to people online and having clear expectations.

Some good rules to go by are:

- Would I say this in front of the adults I trust?
- Would I say this to this person face to face?
- Does it pass the triple filter test?





If you ever have any questions, please do not hesitate to get in touch either during drop off or pick up or send a message on Class Dojo.

We're looking forward to a great year!